



HOUSE MAJORITY OFFICE

Representative Carlos Lopez – Cantera, Majority Leader

SIDE BY SIDE

CS/CS/SB 736 (2011)

CS/CS/SB 6 (2010)

Performance Evaluations

Evaluation Standards

Aligns current performance evaluations with Florida's innovative \$700 million *Race to the Top* Grant.

N/A

Evaluation Criteria

Provides that performance evaluations must be at least 50 percent based upon student learning growth as measured on statewide and district level assessments; remaining portion based on such factors as subject area knowledge and lesson planning and delivery; state board and school boards may adopt additional criteria to include other job-related responsibilities.

Required more than 50 percent of classroom teacher evaluations to be based on learning growth of the students assigned to the teacher; remaining portion of the evaluation to be based on such factors as subject area knowledge and lesson planning and delivery.

Performance Levels

Differentiates among four performance levels: highly effective; effective; needs improvement or, for instructional employees in their first 3 years of employment, developing; and unsatisfactory.

Included four performance levels (highly effective, effective, needs improvement, and unsatisfactory); did not include "developing" for teachers new to the profession or to the district.

Student Learning Growth Formulas

Requires the state board to adopt student learning growth formulas for statewide assessments and all other assessments; requires consideration of student disability, attendance, and English proficiency when developing these formulas; student learning growth portion of the evaluation must include growth data for students assigned to the teacher over the course of at least 3 years; requires state board to adopt rules.

Required the state board to adopt rules for calculating rates of student learning tied to each performance level; remained silent regarding factors to be considered.

Incorporating revised performance evaluations into hiring, firing, and retention decisions

Requires consideration of performance evaluations in decisions regarding the retention, transfer, and promotion of teachers; requires that the highest performing employees have priority over lower performing employees in workforce reductions.

Required that workforce reductions be based "primarily upon the employee's performance;" transfers and promotions were not addressed in the bill.

Educator Compensation

Evaluation-based Salary Schedule

Requires school districts to adopt a salary schedule for instructional personnel and school administrators by July 1, 2014, which bases "base salary" increases on "highly effective" or "effective" performance rather than seniority or advanced degrees; allows districts to award salary supplements to instructional personnel and school administrators with advanced degrees in areas of certification.

Required by July 1, 2014, that school districts adopt a salary schedule that based salary adjustments on performance evaluations; prohibited districts from using seniority or advanced degrees in determining compensation; required school districts to adopt a separate salary schedule for beginning teachers, teachers relocating to Florida from out-of-state, and teachers who have not taught in the classroom at any time during the previous certification period, and these salary schedules would be effective during the teacher's first year in the district.

CONTINUED



New Salary Schedule Opt-in Option	Allows professional service contract employees to remain on their current salary schedule or opt into the performance salary schedule (2014); employees that opt in must relinquish their professional service contracts for an annual contracts.	Required teachers to be on the new salary schedule; no option to remain on current salary schedule.
Salary Supplements for Differentiated Accountability	Allows salary supplements for teachers assigned to Title I or chronically low-performing schools and those teaching in critical shortage areas or assigned to additional responsibilities.	Required adoption of a salary schedule based upon differentiated pay; similar factors in HB but SB did not distinguish between adjustments and supplements.
Contracts		
Option to Keep Current Contracts	Prohibits award of new professional service contracts for educators hired on or after July 1, 2011; allows employees who have professional service contracts to keep them unless they change school districts or opt into the performance salary schedule.	Prohibited award of professional service contracts to educators hired on or after July 1, 2010; silent regarding keeping a professional service contract when changing districts; likewise, existing professional service contract employees were not required to relinquish their contract status.
Probationary Period	Requires newly hired instructional personnel to serve on annual contracts, the first of which is probationary.	Same.
Contract Renewal	Prohibits award of an annual contract if the instructional personnel received unsatisfactory performance evaluations on two consecutive evaluations, two unsatisfactory evaluations in a three-year period, or three evaluations of needs improvement or a combination of needs improvement and unsatisfactory; criteria also serve as grounds for “just cause” termination of a professional service contract.	Authorized, after the probationary contract, an award of up to four annual contracts based on superintendent recommendation and school board approval; prohibited a 6 th annual contract or any annual contract thereafter unless the teacher earned “effective” or “highly effective” performance evaluation ratings in two of the last three years; authorized “just cause” termination of an annual contract for “poor performance” on annual evaluations.
Certification		
Recertification	Does not propose any changes to the current certification requirements in law.	Required that, beginning with the 2014-2015 school year, a teacher must document “effective” or “highly effective” performance ratings for at least four of the five proceeding years to be recertified.
District Funding		
Enforcement and Implementation	Does not propose any changes to the enforcement and implementation of FEFP funding.	Required DOE to annually allocate 5 percent of each school district’s and charter school’s FEFP funds to implement teacher contract, performance pay, and end-of-course assessment reforms created in the bill; required withholding of the 5 percent fund if a school district or charter school did not comply with the bill’s provisions.
Assessments		
End-of-Course Exams	Requires that by 2014-2015 all subjects are tested pursuant to statewide assessments, other standardized assessments, industry certification exams, or district-developed or district-selected exams.	Required basically the same, except by 2013-2014.